

Equality Objectives Progress Report 2024-5

The school's equality objectives are grouped in relation to the three main aims of the Public Sector Equality Duty:

- **Eliminate discrimination, harassment, victimisation** and other conduct that is prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** across all protected characteristics – between people who share a protected characteristic and people who do not share it.

The lead member of staff for all three aims is the Headteacher.

Aspect of the Equality Duty	Issues Identified	Objectives and timescale	Activities	Measuring Progress	Progress 2024-5
1. Eliminate discrimination, harassment, victimisation	<p>Reduce number of bullying incidents.</p> <p>Students understanding and identification of Harmful Sexual Behaviours (HSB) and the impact these have on relationships</p> <p>Ongoing need to train and support staff in understanding equality and implications for all on a daily basis.</p>	<p>Reduce prejudiced based incidents in school.</p> <p>Review Relationship, Health and Sex Education (RHSE) curriculum with a view to developing students' understanding of sexual harassment and inappropriate behaviour and promotes respectful relationships between all students.</p> <p>Increase staff opportunities for training to support Diversity and Inclusion.</p>	<p>Engage with external organisation to review and audit school systems, structures and procedures.</p> <p>Implementation of the Girls on Board Project at KS3</p> <p>Develop targeted student voice work to ensure ongoing access to student views</p> <p>Use Diversity and Inclusion student representatives to develop a programme of activities and events.</p> <p>Develop curriculum work in year groups and assemblies to develop positive</p>	<p>Revised procedures in place and evidence students are using them at an earlier stage.</p> <p>Number of incidents of prejudice and bullying reduces in school</p> <p>Increased number of opportunities for students to showcase cultures, traditions and difference.</p> <p>Revised RSHE Policy in place</p> <p>Diversity and Inclusion training programme in place for all staff.</p>	<p>HPL Re-Accreditation – 06.06.24 which demonstrated our commitment to the principles that all students, irrespective of starting point can progress</p> <p>Equaliteach CPD – 15/04/24 in which all staff were trained in the tenets of the Equality Act and strategies for practising these tenets in the classroom</p> <p>MFL Review Report – 05.02.25 which complimented the department on the accessibility of the curriculum to all learners</p> <p>History Review Report – Nov 2024 – which complimented the department on the quality of teaching, learning and feedback which made it possible for all learners to progress</p> <p>Sixth Form Curriculum Review led by C McCarthy which led to a broader curriculum offer so more students have access to membership of our sixth form</p> <p>The senior leadership team engaged with Pran Patel from the organisation, <i>Decolonising the Curriculum</i> to review three key whole school</p>

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			<p>attitudes and relationships.</p> <p>Develop opportunities to profile and celebrate different cultures and traditions</p> <p>Develop staff training to further develop a culture of valuing difference where everyone is respected.</p>		<p>leadership strands – assessment, curriculum and behaviour. This led to a Cultural Health Check Report which was shared with the governing body in March 2025</p> <p>A further initiative with Pran Patel in July 2025; he met with all the Middle Leaders who prepared for a discussion around how they developed critical thinking and widened the curriculum to include all voices. The report based on this discussion was produced in September 2025</p> <p>Middle Leaders received an inset-on Pedagogy of the Oppressed by Paolo Friere – July 2025.</p> <p>TWILIGHT sessions 2024-5 included training for all staff on inclusive teaching and learning at KS5, Inclusion and Restorative Practise, Oracy and links to supporting SEND students in the classroom and Enrichment. All these training sessions contributed to our inclusive culture in which all students have access to teaching, learning and enrichment.</p> <p>Two pastoral leaders attended a training day in the leadership of Girls on Board to future proof this initiative.</p> <p>Diversity and Inclusion Ambassadors met with the Governing Body in July 2024 which led to an initiative with CAFOD and representation on their work in Gaza and a Q&A with year 11-13 students</p>

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					<p>The Diversity and Inclusion Ambassadors led on Black History Month 2024 and Cultural Day 2025, which included an extended assembly, PSHE lessons and an afternoon concert.</p> <p>Student voice activities were used to inform the marginal gains necessary to develop our sixth form; these included a year 11 survey, Year 12 feedback on teaching and learning and year 13 exit interviews. Their ideas fed into the sixth form action plan, sixth form strategic document and TWILIGHT 2 on KS5 Teaching and Learning</p> <p>The whole school participated in a fund-raising event and students led different activities to raise money for Glassdoor Homeless Charity, including a staff/student fashion led organised by the sixth form – April 2024.</p> <p>The First Give Final saw year 10 student advocated for the most vulnerable people in society based on their research into a local charitable cause – February 2025</p>
2. Advance equality of opportunity	Significant national, local and school evidence that students from certain groups consistently achieve lower outcomes including SEN and FSM.	Close attainment gaps for students in disadvantaged groups.	Focus on quality teaching first in the classroom. Use school systems to track, monitor and intervene where necessary to challenge and support progress.	Improved end of key stage attainment and reduced gaps between groups. A clear policy is in place to ensure fair access to opportunities for enrichment, leadership and	<p>All teaching staff participate in the lesson observation and learning walk cycle which reported back on good to outstanding teaching and learning.</p> <p>All staff receive feedback to feedforward so as to constantly improve their practise of inclusive teaching,</p> <p>Any concerns were quickly identified and addressed in the Spring Learning Walk cycle</p>

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	Focus on improving the performance of EAL students in English Language			<p>personal growth and development.</p> <p>The school takes account of all disability issues and does all in its power to cater for the needs of its pupils, staff and carers</p>	<p>All teaching staff have access to TWILIGHT sessions 2024-5 including training for all staff on inclusive teaching and learning at KS5, Inclusion and Restorative Practise, Oracy and links to supporting SEND students in the classroom and Enrichment. All these training sessions contributed to our inclusive culture in which all students have access to teaching, learning and enrichment.</p> <p>The findings from the review of the Janet Stuart and Erskine Centre, including student voice feedback on their experience of this provision, were implemented to improve student outcomes. Data from this provision is consistently shared with the Governing Body.</p> <p>Assessment data is used to drive strategic academic intervention, including subject interventions and Easter school</p> <p>Attendance and pastoral data are used to drive pastoral and safeguarding interventions</p> <p>TACT meetings offer the space for different teams around the child – pastoral, safeguarding, curriculum access and attendance to create bespoke and tailored solutions and review the impact of these strategies.</p>
3. Advance equality of opportunity	Significant national, local and school evidence that certain groups	Reduce exclusions and removal from class for students eligible for FSM and those with SEN who	Provide staff training on behaviour management. Use early intervention programmes to	Reduced number of internal sanctions and exclusions for identified groups.	<p>Staff received training in restorative practise (TWILIGHT 3) which offered them strategies to manage conflict more effectively</p> <p>M8 and the work of Ms Subban provide time-out and a reflective space to understand the</p>

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	are excluded at higher-than-average rates including FSM students	currently have disproportionately high levels of exclusion.	support modification of behaviour. Provide opportunities for students to demonstrate their strengths. Challenge stereotypes		causes/triggers for poor behaviour and strategies to manage these behaviours Black History Month, Cultural Celebration Concerts, Fund-raising event, Summer Productions, Battle of the Bands, Leadership of liturgical celebrations and assemblies, Debate Competitions, Sporting Fixture, First Give Finals, Goals Graduate Programme, HF Youth Council elections, West London partnership Council are all evidence of providing opportunities for students to demonstrate their strengths
4. Advance equality of opportunity	Significant national, local and school evidence that disadvantaged students (SEN/FSM) have lower attendance than other students.	Ensure the attendance of disadvantaged groups matches the school expectation of 96%	Use attitudinal data to support early identification of students who show signs of disengagement with school. Implement year two of attendance strategy Use The Janet Stuart Centre to provide early intervention Programmes to support	Diminishing gaps between the attendance of disadvantaged children and other pupils.	Ms Subban has established relationships with our most vulnerable children and families. She is now a person of trust and these students will reach out to her when in school too. There is great fluidity of communication between the Esrkine, Curriculum Access and Attendance team which means that interventions are swift and tailored around the individual circumstances of each student.
5. Foster good relationships between groups	Provision for students on the SEN register to include more opportunities to	Ensure relationships between students with SEN and particularly those with EHCPs and their	Provide support and opportunities for SEN students to share perspectives eg dyslexia, ADHD with	Improved understanding of disability and difference evidenced in positive	The expansion of the Curriculum Access personal and of learning and supportive spaces in the main corridor is evidence of the school's commitment to provide our most vulnerable

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	develop positive peer relationships.	peers are positive and inclusive.	peers where appropriate. Provide opportunities for students to work together in a variety of contexts; within the curriculum and beyond across year groups, key stage and vertically.	relationships between all groups within the school	students with the staff and peers necessary for them to make progress. Specialist training via HPL and Hammersmith and Fulham Learning Hub ensure best practice amongst the Curriculum Access Team All teaching staff have been trained on strategies to build an inclusive classroom All HODs have inclusive practise as part of the curriculum development plans and curriculum maps. Black History Month, Cultural Celebration Concerts, Fund-raising event, Summer Productions, Battle of the Bands, Leadership of liturgical celebrations and assemblies, Debate Competitions, Sporting Fixture, First Give Finals, Goals Graduate Programme, HF Youth Council elections, West London Partnership Council are all evidence of providing opportunities for students to work together in a variety of contexts.
6. Foster good relationships between groups	Identified need to increase the number of parents/carers involved in the life of the school	Continue to provide opportunities for all parents/carers to participate in the life of the school.	Continued development of the PTFA. Provide a programme of workshops to support parents in understanding the academic, pastoral and wellbeing	Extended range of events arranged for parents/carers and increase in numbers attending.	The PTFA have made significant contributions of the life of the school through the improvement of the school playground courts Parents have attended attendance workshops with Ms Subban.

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			development of students.		